

**NATIONAL ENDOWMENT FOR THE ARTS
CURRICULUM-BASED ARTS EDUCATION GRANTS
EDUCATION & ACCESS CATEGORY
FISCAL YEAR 1998**

Background

The National Endowment for the Arts offers Grants to Organizations in four categories:

Creation & Presentation
Planning and Stabilization
Heritage & Preservation
Education & Access

Within the Education portion of the Education & Access category, the Endowment takes an encompassing view of education to embrace the concept of lifelong learning in the arts. The arts, the Endowment believes, should be an integral part of education, not only for children and young adults during their elementary and secondary school years, but for Americans of all ages, in settings in and outside the formal classroom. Within this broad framework, the Arts Endowment provides support for both curriculum-based projects and other types of educational activities — discipline/field-based projects — that are undertaken by arts and other organizations.

Curriculum-based arts education projects focus on the arts in grades pre-K through 12 and are intended to have an impact on the curricular and instructional areas of a school or a broader educational system. Project activities may take place within or outside of a school setting and during or outside of the school day and year. However, they must involve a systematic, curricular approach to engaging students to increase their knowledge about and/or skills in the arts.

FY '98 Curriculum-Based Projects

In this area, the Endowment supported 35 curriculum-based arts education projects in fiscal 1998, totaling \$1.9 million in Endowment support. In the overall Education & Access category, a total of 264 projects, totaling \$9.3 million, were supported in 1998.

The curriculum-based projects are addressing a range of issues and needs in preK-12 arts education including innovations in standards, curriculum, and assessment in the arts; preservice and inservice professional development for teachers of the arts and artists; arts and education partnerships involving museums, symphonies, theaters and other arts institutions and organizations with schools in their communities; and television programs for children. Likewise, all artistic disciplines are involved in these projects, including the media and design arts.

Attached are descriptions of the Education & Access Curriculum-Based projects, which are presented in alphabetical order with an accompanying index of the projects based on either the relevant arts disciplines or a focus on standards and assessments in the arts. The brief descriptions in bold face are followed by more detailed descriptions of each project, including the purpose and goals, major strategies or activities, and intended impact of the projects. Also

included is contact information for the project directors, including e-mail and Web site addresses where available, and the amount of the Endowment's support.

For More Information

Under its current Guidelines, the Endowment is interested in supporting projects of national, regional and field-wide impact which can include documenting and disseminating information about formative aspects as well as outcomes of projects. In some cases, projects plan to actively disseminate information concerning their progress and results with specific constituencies or the field-at-large. Check the specific description of each project for this information. General information can be requested directly from the individual projects. For more information about the Education & Access category, including requesting a copy of the current Grants to Organizations Guidelines, visit the Endowment Web site at <http://arts.endow.gov> or call the Education & Access Division of the Arts Endowment at 202/682-5438.

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Alberta Bair Theater
P.O. Box 1556
Billings, MT 59103

\$7,500

Project Director:
Ms. Bess Snyder Fredlund
406-256-8915

To support teacher and student workshops, student educational performances, and master classes for advanced students, activities that will reach populations in Montana and northern Wyoming.

The goal of the teacher workshop component of this project is to provide educators with the personal and professional resources to explore, develop and instill in students an appreciation of the performing arts. Local, rural educators from Montana and northern Wyoming will work directly with an artist/presenter from the Kennedy Center for the Performing Arts over a three-day period. The student workshops will offer middle school students exposure to professional artists during a performing arts day with local and state artists and a visiting guest artist/director from a metropolitan theater (the Guthrie or the Denver Center Theater). Students will be exposed to a variety of artistic opportunities and professions presented by artists of varying backgrounds, and they will be provided hands-on experience in several areas of the performing arts. The goal of the educational performances and accompanying master classes is to provide well-rounded educational programming that exercises minds and encourages the development of innovative and critical thinking skills.

Ballet Hispanico of New York
167 West 89th Street
New York, NY 10024

\$35,000

Project Director:
Ms. Tina Ramirez
212-362-6710, x22

To support the enhancement and expansion of "Primeros Pasos" (First Steps), the organization's education outreach initiative, to include in-school residencies, special performances, and other activities in New York City and throughout the country.

This educational outreach project is intended to foster a deeper understanding of dance and Hispanic culture within public schools, at universities and among general audiences in seven states from coast to coast -- Arizona, California, Colorado, New Jersey, New York, Ohio and Tennessee. In the New York City schools, the company will conduct up to 30 in-school residencies of 15-20 sessions each. On tour, the company will conduct full-day residencies at up to five public schools; activities will include pre-performance faculty workshops, performances, and movement workshops for all students in each of the visited schools. Other activities of this project may include master classes, post-performance discussions, open rehearsals, and performances of the company's lecture/demonstration, *Viva Las Americas!*, and mini-concert, *Latin Beat!*, for public school students.

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Baltimore Symphony Orchestra, Inc.
1212 Cathedral Street
Baltimore, MD 21201
<http://www.baltimoresymphony.org>

\$100,000

Project Director:
Ms. Pamela French
410-783-8030

To support the third year of “Arts Excel”, a five-year partnership between the Orchestra and 11 schools in Baltimore City and County, to create and implement a K-12 arts-integrated curriculum, featuring interdisciplinary lessons in music, language arts, history, science and math.

The goal of “Arts Excel” is to bring about fundamental, sustainable and replicable changes in the learning environment, thereby measurably improving students' academic performance, attendance, and attitudes. This program, planned as a national model for placing the arts in a central and effective role in the classroom, is being documented, assessed by a team from Columbia University Teachers College, and the results will be widely disseminated. The BSO and the schools are working together with Artsvision, curriculum and assessment consultants, to integrate music with the curriculum in a sequential, sustained education program for grades K-12. The “hands-on” teacher and musician participation will result in an authentic, usable curriculum in printed Curriculum Guides, which will directly address the Maryland State Department of Education's Performance Assessment Program outcomes. In the project year, 1998-99, grades K-3 and 6-11 will use the new curriculum, while preparations are made for grades 4 and 12 for the following year. In 1996-97, “Arts Excel” was introduced by 101 teachers and 20 musicians to 2,100 students in 79 classes of grades K, 1, 6 and 9. By 2001, it will directly involve nearly 500 teachers and 6,100 students.

Cantata Singers, Inc.
P.O. Box 375
Cambridge, MA 02238

\$10,000

Project Director:
Ms. Ann Marie Lindquist
617-267-6502

To support “Classroom Cantatas”, an interactive educational program that introduces inner-city elementary, middle and high school students in the Boston Public Schools to composition and performance preparation.

Begun during the 1992-93 school year, “Classroom Cantatas” uses an intensive residency format, which allows the Cantata Singers artists to work closely with students and teachers to tailor the program to their needs; composers and singers work with students in small groups to help them write and rehearse their songs. Teachers assist students with the writing and compilation of texts, which relate to other classroom work. This approach sets the program apart from one-time, assembly-format musical exposure programs. In addition to conducting on-going internal evaluations

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of the program, Cantata Singers utilizes the services of the Harvard Graduate School of Education to provide external evaluations. Project activities are being documented and will be available for dissemination.

Children's Museum
300 Congress Street
Boston, MA 02210

\$64,000

Project Director:
Ms. Jeri Robinson
617-426-6500, x227
robinson@tcm.org

To support “Head Start on KidStage”, a consortium effort among The Children's Museum, City Stage Company, and Action for Boston Community Development, (ABCD) to provide theater arts education and access programs to Head Start teachers, children and families, featuring performances and introductions to theater arts education.

Through this project the partners will offer training workshops in theater arts to 250 Head Start teachers and 12 education supervisors, introductions to theater arts for 2,100 Head Start children and families, and theater kits for Head Start centers. The Museum, an internationally recognized leader in the development and implementation of informal education for children, will host visits from all the Head Start students, with activities that will include “KidStage” performances and theater-related activities throughout the museum. The required teacher training workshops will precede these visits. ABCD is the primary provider of pre-school and family intervention programs in Boston, with 27 sites and 119 classrooms throughout Boston. City Stage Company, founded in 1974, is known for pioneering techniques in theater for children and for creating innovative theatrical experiences in museum settings. Since 1988, City Stage Company has successfully collaborated with The Children's Museum (TCM) on a variety of projects. Through the teacher training workshops and pre-school visits City Stage and a group of teachers will produce several production boxes and a curriculum guide for use by teachers in future years. TCM plans to disseminate its learnings from this project among early childhood educators, the Association of Youth Museums, and the American Association of Museums as a potential model of arts and education partnership.

The Cleveland Play House
8500 Euclid Ave.
PO Box 1989
Cleveland, OH 44106-0189
<http://www.cleveplayhouse.org>

\$44,000

Project Director:
Ms. Nancy Sirianni
216-795-7000, x265

To support a curriculum-based education program for up to 15,000 middle and high school students throughout Ohio, based on themes common to *The Diary of Anne Frank* and the Play House’s mainstage production of *Twelve Angry Men* and touring production of *Through the*

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Eyes of a Friend.

By staging these productions and incorporating their lessons as an integral component of the classroom curriculum The Cleveland Play House seeks to achieve the following goals: 1) students will come to recognize and appreciate the scope and breadth of live theater and how theater can impact their lives and the lives of those in their communities; 2) teachers will learn how to integrate more effectively art as a part of the core curriculum; and 3) students will gain invaluable lessons regarding Anne Frank's story and issues of bigotry and racism. It is hoped that this project will demonstrate to students that theater is an art form which speaks to people of all ages and races, and that serves as a relevant tool for understanding the world around us and the issues present within today's society. The Play House intends to document and evaluate this project, with the expectation that it will serve as a model arts and education plan that will be of interest to other theaters and schools nationwide.

Community Works, Inc.
55 West End Avenue
New York, NY 10023

\$15,000

Project Director:
Ms. Barbara Horowitz
212-459-1854

To support "Passing it On: Community Artists Making a Difference," a year-long, multi-disciplinary immersion project for 12th grade students to promote broad-based knowledge of the arts in general, and sequential training in the specific discipline of an established artist serving as mentor.

The goal of this project is for 30 12th-grade students from the Beacon School, an alternative high school whose core philosophy is that the arts should be completely integrated into the full curriculum, to increase their knowledge of the arts in general and to acquire specific skills that will lead to the creation of a public exhibition and performance. Beacon students are drawn from all areas of New York City, and the majority are African-American or Latino. The project has two core components: 1) an intensive apprenticeship/mentoring experience over a seven-month period in which students learn about the specific work of the artist, receive training in the discipline, work on their contribution to the performance piece, and are exposed to other art forms through visits to performing organizations, museums, or specially-selected events; and 2) participation over five months in the collaborative development of a public exhibition and performance piece, under the leadership of a professional producer/director, that will be presented to the general public and youth groups at a recognized venue(s), and performed/produced by the participants. The exhibit and performance will incorporate the artistic and writing products of all the students across disciplines.

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Council of Chief State School Officers
One Massachusetts Avenue, NW Suite 700
Washington, DC 20001
<http://www.ccsso.org>

\$140,000

Project Director:
Mr. Frank Philip
202-336-7046
frankph58@aol.com

To support a trainer-of-trainers program in arts education assessment for teachers and artists from up to 19 states.

This project will 1) provide professional training in assessment for arts educators, classroom teachers, and artists; and 2) advance the development of assessments in dance, music, theater, and visual arts at the school building and district level. In the first year of the project, the National Arts Assessment Summer Institute will train up to 38 artist/educators. In the second year, this cadre of trainers will lead the training of others in their home states. The institutes, at both the national and state levels, will provide participants with the historical, political and philosophical contexts of arts assessment and provide instruction on how to develop, use and score arts assessments, the need for which among arts educators and artists has been borne out in recent research. These assessments would supplement the existing pool of arts assessments created by member states of the State Collaborative on Assessments and Student Standards (SCASS), and would be linked to the National Standards for Arts Education. The 19 states currently included in this collaborative effort are: California, Colorado, Connecticut, Delaware, Illinois, Indiana, Iowa, Kentucky, Massachusetts, Minnesota, Missouri, Nevada, New Hampshire, New York, Ohio, Pennsylvania, South Carolina, Washington and Wisconsin.

Cultural Council of Santa Cruz County
7960 Soquel Drive Suite 1
Aptos, CA 95003
<http://www.ccscc.org>

\$80,000

Project Director:
Ms. Elizabeth Lindsley
408-688-5399
director@ccscc.org

To support the final year of the pilot phase of "Spectra Plus," a model project to firmly embed the arts into Santa Cruz County's entire K-6 school curriculum, through curriculum and teacher professional development.

The intent of "Spectra Plus" is to effect educational change with the arts at the core, utilizing a multi-faceted, integrated approach to teaching and learning. It builds upon "Spectra," an initiative launched in 1979 to select, train, place and evaluate professional artists in 50 Santa Cruz County public schools, serving 26,000 children in grades K-8. "Spectra Plus" will develop two model, arts-infused public school programs in two very distinct school districts. Some of the primary goals of this project are for teachers to: deepen their knowledge of the arts and enhance their instructional strategies using key lessons in the arts as a starting point; explore issues involved in thematic and/or interdisciplinary teaching; explore language acquisition strategies in teaching arts content and in

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opening up access to the arts for all students; and gain familiarity with California's Visual and Performing Arts Framework. Evaluation will be conducted by the Monterey Bay Educational Consortium at the University of California, Santa Cruz.

Downtown Statesville Development Corp.
P.O. Box 205
Statesville, NC 28687

\$12,000

Project Director:
Ms. Jane Jennings
704-528-3000
dsdc@i-america.net

To support "Land and Legend of Iredell County - Where Do We Go From Here?" a project that includes curriculum developed for high school advanced art students, a permanent exhibit of student-created images depicting sites and individuals important to local history, a musical audio inspired by the same, historical research, and art works by lead artists in the project.

This project will include direct participation of up to 52 advanced art students chosen from the five public high schools in Iredell County. The students will take a course outside of their regular classrooms, but under the direction of an art educator, a designer/illustrator, and an artist speaking from the African-American experience. This project will be an extension of the North Carolina basic art curriculum and could serve as an advanced course for credit. The site for the permanent exhibit is the Statesville Depot, a restored historic community landmark that will serve as the community's southern gateway and will offer uses such as a Visitor Information Center, non-profit offices, public meeting room and intermodal transportation center. The Depot will become the only cultural facility in downtown Statesville, and will serve Iredell County's population of 103,000, as well as the many thousands of annual visitors to the area.

Fitchburg Art Museum
185 Elm Street
Fitchburg, MA 01420

\$55,000

Project Director:
Dr. Peter Timms
508-345-4207

To support a two-year consortium project between the Fitchburg Art Museum and the Fitchburg Public Schools to develop a collection-based, arts-integrated, regional arts magnet school, grades 6-12, serving north-central Massachusetts and southern New Hampshire.

This project is a natural next step for the Fitchburg Museum and the Fitchburg Public Schools, as they are already conducting classes for sixth- and seventh-graders from seven Massachusetts communities. The students are taught all subjects, using a collection-based, arts integrated, sequential curriculum taught by four public school teachers. An additional class will be added each year until the new facility, a school building directly across the street from the museum, becomes available to

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create a combined school/museum campus in the center of this underserved community. The project goals are to: 1) develop curriculum-based arts instruction in all subjects for grades 6-12, and provide substantive, sequential learning in the arts; 2) provide professional development for artists and teachers, enhancing their ability to teach art; 3) create an effective evaluation and assessment program, and build that assessment into the curriculum; and 4) further an important coalition between the Museum, the Public Schools, and other organizations supporting the arts in education reform. This collaborative effort can inform other arts and education professionals around the country looking for approaches to arts integration.

Grand Rapids Symphony Society	\$55,000
169 Louis Campau Promenade Suite One	
Grand Rapids, MI 49503	
http://grsinfo@grapidsymphony.org	

Project Director:
Ms. Melia Peters
616-454-9451, x329

To support full implementation over the course of two school years of the Symphony's new Artists-in-Residence program, a program for elementary school students jointly planned by the Symphony and West Michigan school personnel to be comprehensive and related to state curriculum standards.

This program will replace the Symphony's longstanding ensemble programs in the schools. Instead of offering a one-time experience to a large number of students, the Artists-in-Residence program will provide multiple opportunities for a smaller number of students to interact with the Symphony, and will be jointly designed to meet the needs of each individual school community. The goal of the program is to significantly impact students', teachers' and parents' awareness of music and the role it can play in their lives by presenting the orchestral experience on three levels: concerts in DeVos Hall and throughout the community; one-on-one interactions in the classrooms; and hands-on exposure to orchestra instruments. The schools participating in the program are chosen competitively from throughout West Michigan, and commitment from music teachers, classroom teachers, administrators, cultural arts committees and parents is mandatory for participation. Careful consideration was given to serve outlying communities in West Michigan which have little access to orchestral music and music education. By the 1998-99 symphony season, the program will be fully developed, fully integrating the curriculum developed by the teachers and Symphony staff together into all ensemble and orchestral programs. The Symphony plans to conduct a full evaluation at the end of the first two years of implementation, and to share the results with arts agencies throughout Michigan and with other orchestras nationwide through the American Symphony Orchestra League.

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Greater Augusta Arts Council, Inc.
P.O. Box 1776
Augusta, GA 30903

\$15,000

Project Director:
Dr. Sheila Graybeal
706-826-4702

To support expansion of the “Arts Infusion” program in inner-city Richmond County elementary schools during the 1998-99 school year.

The purpose of “Arts Infusion,” begun as a pilot in 1989 in three Georgia counties, is to provide a comprehensive, sequential curriculum-based program that infuses the arts into the curriculum on the same level as other core subjects. The program engages students in the study and application of visual arts and drama concepts and skills through weekly arts instruction, and it promotes the integration of visual arts and drama with other subject areas through instruction and school-wide staff development. The “Arts Infusion” curriculum has been designed to fulfill the requirements of the Georgia Quality Core Curriculum, and it supports the National Standards for Arts Education as well. Only two of Richmond County's 38 elementary schools have received funding from the Board of Education for “Arts Infusion” programs, and an additional four were partially served through a 1996-97 Georgia Challenge grant. With this grant, the Council will be able to expand “Arts Infusion” into two additional schools in Richmond County, where expansion of these programs has been most difficult.

Kent State University Main Campus
Research & Graduate Studies
1335 Terrace Hall
Kent, OH 44242

\$50,000

Project Director:
Mr. Gordon J. Murray
330-672-9742, x 68
gmurray@lms.kent.edu

To support a consortium project between Kent State and the Southern Educational Communications Association (SECA) to create up to six new episodes for “Eureka! *The Creative Art Series*,” a national instructional television series airing on PBS, and collateral support resources, including an integrated CD-ROM and print and Internet resources, for elementary school students and teachers nationwide.

“Eureka! The Creative Art Series” is distributed in the United States by SECA , and is currently seen in 8 of the top 10 television markets in the nation. Expansion of the series would make possible a broader outreach to the educational community. Project activities will include: 1) producing up to six additional 15-minute episodes; 2) creating a traditional print-based teachers' guide; 3) providing workshop and in-service programs to low-wealth and low-access schools; 4) close-captioning all episodes; and 5) developing a prototype hybrid World Wide Web/CD-ROM resource that will update series information and instruction and provide additional support to teachers and children in schools developing new technology initiatives. The goal of the series is to improve cognition of the arts by invigorating and supporting curriculum-based art instruction in elementary schools. The

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primary objective is to engage children and teachers' participation in the arts, and provide them with easily accessed, high-quality educational programs and materials. This series is different from other instructional art programs in part by an approach that seeks to diminish reliance upon prescribed terminal outcomes within each episode. Instead, the series favors a more universal exploration of creative propositions and generative strategies to encourage students to build and express ideas and experiment with a variety of creative methods and uses of materials.

Lyric Opera of Kansas City, Inc.
1029 Central Street
Kansas City, MO 64105

\$55,000

Project Director:
Ms. Paula Winans
816-471-4933
winans@kc-opera.org

To support "Opera for Teens," a project to expand the Lyric Opera's education programs in breadth and depth for 6th- to 12th-grade students in four school districts in the Kansas City metropolitan area, using the productions of *Never Lost A Passenger: Harriet Tubman and the Underground Railroad*, and *Joshua's Boots* .

Secondary-level arts education programs, particularly for grades 7 and 8, are lacking in the Kansas City metropolitan schools. "Opera for Teens" will provide opera education programs which increase student knowledge and skills, include direct involvement with professional artists, and offer innovative opportunities for teachers and students to experience how opera education as part of the school day can develop students' multiple intelligences. The program has been designed in cooperation with the Kansas City schools and Arts Partners, an organization which brings together school districts and arts organizations to partner in curriculum design and implementation of arts education programs. Lesson plans will incorporate language arts, geography, reading, history, social studies and science into the study of the two operas being produced. In addition, students will receive vocal training and will perform alongside the Lyric Opera professional artists in both productions. This project has the potential to involve teachers, families and students in perhaps their first exposure to opera, and it will provide an extended life for these newly composed operatic works.

Manhattan School of Music
120 Claremont Avenue
New York, NY 10027

\$65,000

Project Director:
Ms. Susan Clelland
212-749-2802, x427

To support the expansion and institutionalization of "Music Teaches," a sequential music education program for New York City school children in Harlem, Washington Heights, the South Bronx and the upper West Side that includes training conservatory students to be effective teaching artists, extending the reach of current programs, and sharing this

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conservatory training model via distance-learning technology.

Manhattan School of Music is one of the first conservatories to implement a training program specifically to produce artist-educators for schools. The proliferation of partnerships among institutions, individual musicians and schools as a means of delivery for school music programs has created a demand for professional performers who are also prepared to teach music in the classroom. This program seeks to provide an enlightened model of professional training for musicians. It follows the discipline-based approach to music education, where the actual production of music is not only an end in itself, but an avenue for learning in other subject areas, such as aesthetics, ethics, history and science. It also provides professional development opportunities for classroom teachers. "Music Teaches" purpose is to demonstrate the transforming effect that music can have on both individual students and entire schools, and to provide a foundation in the program's partnership schools for the establishment of comprehensive, self-sustaining music programs. There are three primary project goals: 1) to provide a sequential music education program to New York City school children in schools where music programs are absent or insufficient; 2) to train conservatory students to be effective artists and educators outside of the concert hall; and 3) to extend the reach of programs and share the conservatory training model with other institutions via the School's distance learning technology.

Manhattan Theatre Club, Inc.
311 West 43rd Street 8th Floor
New York, NY 10036
<http://www.mtc-nyc.org>

\$125,000

Project Director:
Mr. David Shookhoff
212-399-3000, x250

To support expansion of a multi-faceted education program which provides in-depth theater education to over 3,000 intermediate and high school students in 40 schools in New York City, professional development for classroom teachers and teaching artists, and on-the-job training for early-career professionals.

Established eight years ago, MTC's educational mission has become increasingly urgent as opportunities for professional development for teachers dwindle, and arts education at every level remains in jeopardy. Through its education program, young audiences see plays by today's foremost dramatists, works that illuminate and clarify the contemporary world. Students write and improvise on the formal and thematic issues of the play, then analyze and revise their work, and compare their efforts with those of the professional whose work they will attend. The programs' four goals are: 1) to develop a knowledgeable, perceptive new audience for the theater and for the arts in general; 2) to enable participants to learn about themselves and the world through theater; 3) to develop students' imagination, creativity, and critical thinking skills through active engagement with challenging new theater works; and 4) to improve the ability of classroom teachers to teach the arts and to incorporate arts education into the curriculum. MTC is committed to ongoing assessment and

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refinement of its education program. In addition to several formal evaluations, the Company will develop and disseminate its *Write on the Edge* manual, which will describe the process that inspired adolescent writers in disadvantaged situations to write moving and telling plays. MTC's playwriting residency program for students is unique in that it integrates the study of world-class contemporary theater with performance of student work by professional actors.

Milwaukee Symphony Orchestra, Inc.

330 East Kilbourn Avenue Suite 900
Milwaukee, WI 53202
<http://milwaukeesymphony.org>

\$200,000

Project Director:

Ms. Mary Wayne Fritzsche
414-291-6010

To support expansion of the “Arts in Community Education” (ACE) program into the eighth grade, and a study of the feasibility of expansion into high schools in the metropolitan Milwaukee area.

Begun in 1991, ACE now serves 7,000 children in 21 schools in the Milwaukee area; over 40% of ACE participants are children of color living in low-income neighborhoods. A recently completed, five-year summary report of ACE assessment data indicates that 1) ACE is creating a cooperative teaching and learning environment in which students excel; and 2) students who participate in ACE are demonstrating exceptional achievement levels of skills and understanding which have been infused across the curriculum. ACE has established itself as a national model for arts education and a leader in educational reform. ACE is a cumulative project, following students through the 12th grade and building on previous years' themes and experiences. At the end of 12th grade, students will, among other things, be able to think critically, communicate ideas, and actively participate in group situations, and they will have honed their problem-solving skills and developed an appreciation for aesthetic and cultural experiences. The project parallels Wisconsin's educational goals and interfaces with national music education standards by building composition skills through all grade levels and focusing on composition in 5th grade. At the end of the two-year project period, the MSO will produce a report including a comprehensive process and impact assessment of ACE from 1991-2000, and the results of the proposed high-school expansion planning and pilot, for dissemination to other orchestras, arts educators, and interested communities.

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New England Dinosaur, Inc.
215 West 76th Street 4th Floor
New York, NY 10023

\$12,000

Project Director:
Mr. Padraic Fisher
212-595-5851
mmaodance@aol.com

To support the expansion and evaluation of “The Michael Mao ESL Project – L.E.T. Dance” (Learning English Through Dance), which provides recent Chinese immigrants, all English as a Second Language (ESL) students in New York City, with movement and dance classes designed to increase their comprehension and command of spoken English while introducing them to modern dance.

New England Dinosaur, doing business as Michael Mao Dance, is a professional modern dance company whose many programs include special outreach activities to various communities. Recently there has been a massive migration from mainland China and Hong Kong to New York City, and the New York City Public Schools have been struggling to keep up with the demand for English language training for this new student population. The program, begun in 1994, was developed with input from Chinese-American educators, and has been deemed by the New York State Council on the Arts to be a model arts-in-education program; it is unique in the state of New York, and perhaps the nation. This project is based on the proven role of movement in accelerating language learning, and it promotes curriculum development by providing ESL teachers with new arts-based tools. It also teaches the rudiments of modern dance and provides access to this art form to young people isolated by language, education and economic constraints. Approximately 65% of the students at Lower East Side Preparatory High School (the project’s primary site) are Chinese-speaking; most are recent immigrants, and many of them are 18 and older. These students constitute an at-risk population. The project is being video documented, and an outside evaluator will assess the progress of one of the three ESL classes. Following refinements of the project recommended by the evaluator, the company plans to commence a series of summer workshops for interested ESL teachers and dance artists and companies.

New York University
Creative Arts Team
15 Washington Place 1-H
New York, NY 10003

\$25,000

Project Director:
Ms. Lynda Zimmerman
212-998-7380
zimmerma@is2.nyu.edu

To support expansion of the Creative Arts Team's current pre-K and Head Start “Early Learning Through the Arts” (ELTA) program in New York City to classrooms which serve special education populations.

The Creative Arts Team is the professional educational theater company in residence at New York University's Gallatin School of Individualized Study. Since 1974, CAT has pioneered the use of

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drama as an educational strategy in the public schools and community centers of New York City. CAT's six distinct drama programs reach more than 35,000 young people and more than 2,000 teachers and parents each year. ELTA was created in 1992 in collaboration with the Wolf Trap Institute for Early Learning Through the Arts, and is designed to build socialization and academic skills among pre-K and Head Start children. The program combines classroom residencies and teacher training. The classroom residencies actively involve the students and their teachers in drama activities designed to explore human, social and curricular issues and to build pre-academic and socialization skills. This project will expand ELTA into 48 special education classrooms at 16 sites which currently do not receive CAT's services and which have limited or no access to the arts. The 48 teachers of those classes will receive one-on-one training, and 16 of them will receive additional intensive professional development at NYU's Kaplan Center for Educational Drama. This program expansion is in response to decreases in funding over the last several years for special education programs at the early childhood level, a crucial time for mental and social development.

North Carolina State University
Lower Level, Leaver Hall
Campus Box 7514
Raleigh, NC 27695

\$30,000

Project Director:
Ms. Meredith Davis
919-515-8328 or 856-1739
Meredith_Davis@ncsu.edu

To support three professional development institutes for teachers, following a national summit on design education, all of which are focused on the use of design in K-12 classrooms and are being developed by the University's School of Design in collaboration with the Association for Supervision and Curriculum Development (ASCD).

Previously, the School of Design at North Carolina State University directed an NEA project, "Education Through Design," to develop instruction in design-based teaching for K-12 educators. In late 1997, the NEA and ASCD (an organization of 25,000 school administrators, curriculum specialists, classroom teachers and college professors of education) are publishing *Design as a Catalyst for Learning*, a documentation of the study of design by elementary, middle and high school students. This study provides compelling evidence that teachers who use design activities in their classrooms promote self-directed learning; enhance students' flexible thinking skills and strengthen creative problem solving; build relations across curricular disciplines; develop communication skills; foster collaborative teamwork; and teach students to apply learning to life. Now, as part of a larger, three-pronged effort to expand professional development opportunities for K-12 teachers, the School of Design is working in collaboration with ASCD on this project. ASCD offers numerous K-12 teacher training programs each year, including week-long summer academies and numerous one- and two-day Professional Development Institutes. These institutes will be targeted to teachers of any subject who are interested in hands-on learning and integrated curriculum strategies. After the first year, the institutes will be included among ASCD's regular program offerings.

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Ohio Alliance for Arts Education

\$100,000

Project Director:

Riffe Center 2nd Floor
77 South High Street
Columbus, OH 43215

Ms. Mary Campbell-Zopf
614-466-2613
maryc-z@mail.oac.ohio.gov

To support the “Ohio Arts Education Assessment Project,” a consortium effort among the Alliance, the Ohio Arts Council, and the Ohio Department of Education, to create, test, refine and disseminate assessment instruments for grades four and eight in dance, drama/theater, music and visual arts, and to design related professional development offerings to enable Ohio teachers and administrators to plan and conduct arts assessments in their schools and districts.

In 1996 Ohio's State Board of Education approved a new curriculum framework for the state, which calls for both assessment of student progress in the arts and standardized administration of annual district-wide, grade-level tests and ongoing assessment of student progress in the classroom. Currently, sample assessments are not available, and many teachers, schools and districts feel at a loss as to how to begin this assessment work due to lack of knowledge, experience, strategies and examples. This awareness led to a series of planning meetings among the consortium partners; the “Ohio Arts Education Assessment Project” was developed out of their work together. In Phase One of the project period, assessment writing teams will develop sample assessment instruments, which will be compiled, published and distributed to every elementary and middle school in the state. During Phase Two, a six-day assessment trainer institute will be developed and conducted to create 12 regional, four-member teams of assessment trainers who will be able to provide peer-to-peer professional development in their regions. In Phase Three, the arts assessment trainers will conduct workshops in their regions to develop teachers' and administrators' ability to plan and conduct arts assessments. This plan is expected to enable schools to meet the requirement of having assessment instruments in use during the 1999-2000 school year.

Pacific Symphony Association

\$55,000

Project Director:

1231 East Dyer Road Suite 200
Santa Ana, CA 92705
<http://www.pso.org>

Ms. Kelly Ruggirello
714-755-5788, x 240

To support “Class Act,” a program which will support and enhance music education for up to 17,000 students at 20 elementary schools in Orange County during the 1998-99 school year through a series of activities, including repeated interaction with a Pacific Symphony Orchestra musician and direct exposure and interactive experiences with the Orchestra and the music it performs.

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Started in 1994 in seven schools, "Class Act" has expanded to 20 competitively chosen schools throughout Orange County, where the student population is becoming increasingly diverse. "Class Act" has been recognized nationally as a model partnership between a symphony orchestra and the schools in its community. The program is designed to unite elementary school students, teachers, parents, school administrators and the PSO for a year of sequential learning through direct exposure to and interaction with the Orchestra's musicians and their work. The students "adopt" an orchestra member, receive instruction from the musician throughout the year, attend Family Night programs at their school, and attend a symphony performance at the Orange County Performing Arts Center. The "Class Act" lesson plans focus on the four primary components of music education as outlined by the State of California's Arts Framework, including aesthetic perception, creative expression, arts heritage, and aesthetic valuing. The lessons are written by teachers under the direction of the PSO's Director of Education and Community Programs. In addition, the program integrates history, information about world cultures, dance, drama, and visual arts.

Pittsburgh Ballet Theatre Inc.
2900 Liberty Avenue
Pittsburgh, PA 15201

\$25,000

Project Director:
Ms. Kathi Chipman
412-454-9105

To support arts education and outreach programs in Pennsylvania, West Virginia and Ohio that are designed to reach underserved audiences, build future audiences, and enrich children's education through exposure to and participation in classical dance.

This project will achieve its goals through activities including in-school matinee performances for students from all three states; lecture/demonstrations; teacher in-service workshops; study guides; and *ArtSmarts*, a semi-annual arts education newsletter. In addition, the company is currently developing its first curriculum-based program. This program will include specialized curriculum for students and teachers in three levels and phases (grades K-2, 3-4, and 6-8). The first phase of the program will be the K-2 component, a movement education partnership. In this component, a Pittsburgh Ballet Theatre School faculty member will teach a creative movement course over a 4-6 week period, and the classroom teacher will participate in PBT's In-Service Program to learn about creative movement; in this way, the teacher will be ready to take over when PBT's teacher has completed the residency.

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Pittsburgh Symphony Society
Heinz Hall for the Performing Arts
600 Penn Avenue
Pittsburgh, PA 15222

\$55,000

Project Director:
Ms. Suzanne Perrino
412-392-4870

To support the Pittsburgh Symphony's "K-12 Strategic Education Initiative," which will expand current programs (such as "ArtsPropel," the "Ambassador Program," and "Ensemble Residencies") and create comprehensive, sequential, and cross-disciplinary programs with partnering schools throughout Western Pennsylvania.

During the past five years, the Pittsburgh Symphony Orchestra (PSO) has gone from planning its curriculum-based, K-12 In-School programs, to a five-school pilot in 1993, and now reaches more than 75,000 students and teachers in 90 schools in six Western Pennsylvania counties. PSO musicians participate voluntarily in the program through a Service Exchange Option in their labor contract. This flexibility allows musicians to serve as "Ambassadors" to 32 "adopted" schools. The Ambassadors are a resource for instrumental music programs, conducting master classes and coaching sessions, and advising students on careers in music. The "ArtsPropel" curriculum, integrating state and national education goals, is developed by teachers and musicians and explores elements of music in a team-teaching approach. A documented portfolio assessment will be implemented in collaboration with a local university school of education for long-term analysis through observation and interviews, and will link progress of students in music classes and other disciplines, as well as assess potential for audience development. The results will be published and widely disseminated to other orchestras. Additional activities include "Ensemble Residencies," "Schooltime" and "Tiny Tots Concerts" at Heinz Hall, and family community outreach concerts, which often feature student ensembles.

Portland Art Museum
1219 Southwest Park Avenue
Portland, OR 97205

\$78,000

Project Director:
Ms. Ellen Thomas
503-221-1156
ellen@electricpic.com

To support a statewide effort by the Northwest Film Center to unite a broad range of arts and education organizations to bring media literacy to the forefront of K-12 education in the coming century.

Film, video, animation and digital moving image art forms are among the most pervasive influences of our times. Young people are exposed to thousands of images, many of them with commercial messages, which both reflect and shape our culture. In the absence of ongoing school curricula or other educational opportunities, students enter adulthood without becoming media literate. Between now and the fall of 2001, Oregon's 220 school districts will implement sweeping changes as part of the Oregon Educational Act for the 21st Century. The Northwest Film Center at the Portland Art

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Museum is poised to present the field with a new media arts education model that will address the challenge of media literacy in concert with the new State arts goals. The Center will work with state school improvement specialists, Oregon's network of ten local arts councils, the Oregon Arts Commission and school districts statewide to create professional development activities for teachers, model projects, extended artist residencies and other consultation frameworks which will place media arts directly into the curriculum development, implementation and assessment process. Model curricula will directly connect to the State's Common Curriculum Goals for the Arts, and all activities will be tailored to the needs of individual sites.

San Francisco Arts Education Project
c/o Norse Auditorium
135 Van Ness Avenue Room 110
San Francisco, CA 94102

\$7,500

Project Directors:
Ms. Emily Keeler
and Ms. Camille Salmon
415-551-7990

To support "Give and Take: Artists and Youth in Dialogue," an artist-in-residence program which matches Bay Area artists with students for workshops and studio visits, culminating in a public exhibition with an accompanying catalogue.

This project will augment the San Francisco Arts Education Project's Visual Artist-in-Residence programs at 16 elementary and middle schools and community after-school sites. "Give and Take" will pair a set of diverse, mid- to late-career artists with students for the purpose of engaging in the processes of creative exchange and problem solving and to mutually produce a body of work that will result in an exhibition at an off-school site. Plans for the exhibition also include a three-month installation at the Atrium Gallery in the Mills Building in downtown San Francisco. The target audience for this project includes the 6,000 to 7,000 children usually served in the program. Most of this project will take place in the schools and centers, although students will participate in at least 20 field-trip visits to the artists' studios. Previous exhibitions that the program has undertaken have reached an additional 2,000 to 4,000 families and interested community members -- artists, educators, museum personnel, collectors and gallery owners. The exhibition will be curated by Larry Rinder, the Twentieth-Century Art Curator at the University Art Museum and Pacific Film Archive at the University of California at Berkeley. The project will be evaluated in a number of formal and informal ways. The artists will document the students' process and progress with photographs and individual portfolios of student work. A photographer and videographer will also be hired to document different stages of the project.

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San Francisco Foundation
Community Initiative Funds
25 Van Ness Avenue Suite 240
San Francisco, CA 94102

\$25,000

Project Director:
Ms. Ann Wettrich
415-252-2597

To support Phase II - Cycle I of a consortium effort among the San Francisco Art Commission, the Arts Education Funders' Collaborative, the Arts Providers Alliance of San Francisco, the San Francisco Foundation, and the San Francisco Unified School District, to strengthen arts education development in San Francisco public elementary schools and pre-K child development centers by providing information, resources, technical assistance and teacher training.

The need for assistance in arts education development is enormous at the elementary school level in San Francisco. For 76 elementary schools there are currently only 16 music teachers; there are no visual or performing arts teachers. The Board of Education has just passed a resolution to bring the arts back into the curriculum and has committed to adding 16 visual and/or performing arts teachers, so the timing for this project is ideal. This particular project is part of a larger initiative that occurs in three overlapping 22-month cycles, involving one-third of the 91 schools and child development centers in each cycle; this project is Cycle I only. The philosophical position of the project is to advance arts education without promoting a specific aesthetic or educational methodology. Each school will be invited to develop a plan and carry out program and professional development activities to suit the character and needs of its stakeholders, and to strengthen its curriculum in accordance with state- and district-level arts education guidelines. Project-directed activities will include: an orientation for the principals from the Cycle I schools; an arts education professional development day for over 200 educators; financial support and technical assistance directly to the schools, to be provided on a matching grant basis; and an on-going arts education workshop series for teachers interested in making the additional commitment of time. An outside evaluator will be contracted to develop and carry out a "best practices" case study report, which will be widely disseminated to project participants and the arts education field.

Shakespeare & Company, Inc.
P.O. Box 865
Lenox, MA 01240
<http://www.shakespeare.org>

\$70,000

Project Director:
Mr. Kevin Coleman
413-637-1199, x 104
kevincoleman@shakespeare.org

To support an arts education project consisting of professional development for teachers, collaborative classroom activities, and student performances in collaboration with up to eight high schools in western Massachusetts.

This project is a revision and expansion of a project funded by an NEA Arts Plus award in 1995.

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The previous project has undergone extensive evaluation by Project Zero (Harvard University's Graduate School of Education research team); the new project will incorporate the comprehensive findings from that study, expand to more schools, train more artists, and position the Company to influence arts education nationally. Shakespeare & Company has been designated a professional development provider by the Massachusetts Department of Education. The project will provide professional development for teachers at all the partner schools, and will work directly with 1000 students. This work enables students to effectively experience the power and beauty of language, release inherent creativity, practice dynamic and effective methods of working together, and explore and reveal what it means to be human. The project is being carefully documented and evaluated, and is intended to be a replicable model for other schools and arts organizations to adapt.

Towson University 8000 York Road Towson, MD 21252 http://www.towson.edu/tu/finearts/	\$100,000	Project Director: Ms. Jaye Knutson 410-830-2770 jknutson@towson.edu
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To support development of an interactive CD-ROM- based modular instructional delivery system for public school teachers and administrators, to illustrate how the National Standards for Dance can be utilized in K-12 public school classrooms.

The National Standards for Arts Education, authored by the Consortium of National Arts Education Associations, represent consensus within arts education as to what constitutes appropriate and challenging curricular content in the arts disciplines. The national education reform movement is calling for the incorporation of technology and the National Standards. Towson University is uniquely positioned to respond to this call in the field of dance. The University's Department of Dance offers Maryland State Department of Education-approved K-12 teacher certification in dance; Maryland is one of only nine states that offer this type of certification. Additionally, the University's certification program has already incorporated the National Standards for Dance as the guiding framework for its dance education curriculum. This project will complement the initiatives of the National Dance Education Association and will facilitate the advancement of dance curricula by bringing the practical and theoretical components of the National Standards together in one discursive package. The accompanying teachers' guide will allow for critical discussions among administrators, teachers and student teachers about the nature and value of dance curricula in public schools. The materials will be distributed through the National Dance Education Association, utilizing its established distribution agreements. Target groups include school districts, teacher-preparation programs, educational agencies, professional associations and advocacy groups.

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University of the Arts
320 South Broad Street
Philadelphia, PA 19102

\$13,000

Project Director:
Dr. Janis Norman
215-875-4882
jnorman@hslc.org

To support professional development workshops and assessment of pilot sites, which are part of a larger initiative called “DK-12: Design for Thinking,” an intensive seven-year initiative between the Industrial Design and the Art Education departments at the University of the Arts, in collaboration with teachers and designers in the field, to effect significant systemic curriculum change in K-12 education.

The goal of “DK-12: Design for Thinking” is to promote systematic and systemic educational reform by integrating this model into basic K-12 curriculum as a creative problem-solving process. Design instruction supports the concept of multiple intelligences and teaches students how to learn using their preferred learning styles for analytical, higher-order thinking and visioning. In earlier stages of this initiative, a statewide Design Network of implementation sites has been established to pilot the “DK-12” design model in institutions of diverse types and at all levels. In this stage, the project will include an assessment of these model sites, to include consultant site visits, monitoring progress, and a qualitative and quantitative evaluation report for each model and for the consortium of model sites. The information will be published in print and on the Internet. In addition, the summer professional development workshops, to be offered at two to three sites each summer, will provide follow up and support for teachers from the school model sites.

Vesterheim Norwegian-American Museum
502 West Water Street
Decorah, IA 52101

\$18,000

Project Director:
Ms. Catherine Egenberger
507-775-7123
Cegenberg@aol.com

To support a partnership between the museum and the Byron, Minnesota, public school system to develop new programming, outreach and materials for the museum, provide access for the schools, and serve as a model program for other sites.

The Vesterheim Museum is the oldest museum in the U.S. founded by an immigrant group for the preservation and study of its material culture. Located in Decorah, Iowa, with a population of about 8,000, it is the main cultural attraction in a primarily rural radius of about 70 miles. Byron, Minnesota, a town of about 2,500 in southeastern Minnesota, has been actively engaged in school reform through the arts over the past five years, receiving national attention as a model program for providing access to the arts for a rural school and community, primarily through the introduction of visual thinking strategies (VTS) and an annual visit to a museum as a part of the basic curriculum. But Byron is located nearly two hours away from the nearest metropolitan area, which makes interaction with a museum difficult. With the Vesterheim Museum being much closer to Byron,

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teachers in Byron began exploring a possible partnership with the Vesterheim about two years ago. The museum, though, does not at this point offer educational programming. This project will enable the schools and the museum together to develop the curriculum materials and museum programming that will meet Byron's needs and allow Vesterheim to use its collection in a new way with other school groups and audiences. The project activities will be carefully documented and evaluated, and the resulting information will be made available to other museum and school sites through regional, state and national conferences.

Wisconsin Alliance for Arts Education
P.O. Box 2215
Madison, WI 53701

\$34,000

Project Director:
Dr. Melvin Pontious
608-267-5042
pontimf@mail.state.wi.us

To support a consortium project among the Alliance, the Wisconsin Arts Board, the Wisconsin Department of Public Instruction, and the University of Wisconsin-Madison to develop and document standards-based arts curriculum, instruction and assessment models that will enhance students' comprehensive understanding in the arts and their achievement in performance and production.

This is a teacher-proposed action-research project, the goal of which is to help arts educators, artists, and teacher educators develop a standards implementation model that 1) aligns curriculum and instruction/assessment with the emerging Wisconsin Arts standards, and 2) optimizes student-initiated involvement in achieving the Standards. To accomplish this, 40 educators and artists from across the state will be trained in action research methods and will then investigate the adaptation of the proven and highly effective "Arts PROPEL" model of instruction and assessment to Wisconsin's content and performance standards in the arts. This approach is seen as an alternative to the prevailing proposition that arts standards can be realized through short, disconnected instructional segments. In contrast, this project will be researching the development of long-term instructional units that are based on the standards; ones that complement, not replace, the normal work of the class; that promote disciplinary understandings within the context of performance and production; that are repeatable at different levels; and that engage students as active participants in their own learning. A part-time external evaluator will direct the formative and summative evaluations of the project, and findings from the project will be disseminated through both state and national publications and conferences.

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Wolf Trap Foundation for the Performing Arts

1624 Trap Road
Vienna, VA 22182

<http://www.wolf-trap.org/institute>

\$52,000

Project Director:

Ms. Miriam Flaherty
703-255-1933

joh@wolf-trap.org

To support “Pages: Early Childhood Literacy Readiness Project,” a performing arts-based program consisting of classroom residencies, home activities, field trips, summer institutes and workshops to help parents and teachers improve reading readiness among at-risk pre-school and kindergarten-aged children in Baltimore City and Washington, DC Head Start centers and Prince George's County (Maryland) Public Schools.

“Pages” is an extension of 14-year Wolf Trap Institute partnerships with Baltimore City and Prince George's County, both of which rely on assistance from Wolf Trap to keep the performing arts at the core of their basic early childhood curricula. Both jurisdictions have recently targeted literacy as a key objective, and they are working to develop pre-reading skills and love of books among pre-school children. They have identified parents as key to encouraging literacy among children, but in Baltimore, Head Start teachers have found that in many cases parents and/or care givers have low levels of literacy themselves, and need encouragement to read to the children. Recent studies have validated the role of the performing arts in the classroom; a Harvard University Project Zero study demonstrated that Wolf Trap methods stimulated measurable gains in engagement and participation among at-risk pre-school children. This project, specifically focused on literacy, will consist of: performing arts/literacy demonstrations for 200 teachers, assistants and parents by Wolf Trap artists; a summer institute for 52 Wolf Trap artists, teachers, assistants, literacy specialists and administrators; seven-week residencies in 24 classes; a Wolf Trap field trip for the children, their parents, teachers and assistants; and several teacher/care-giver workshops throughout the year. The project will be independently evaluated, and the results will be disseminated nationally, through various media and national conferences.

Young Audiences, Inc., Denver Area Chapter

Box 205 Loretto Station
3001 South Federal Boulevard
Denver, CO 80236

\$52,000

Project Director:

Ms. Patty Ortiz
303-922-5880
portiz@ix.netcom.com

To support refinement, documentation and dissemination of Young Audiences' integrated arts-in-education program activities to better serve rural and underserved Colorado artists and schools.

In the fall of 1995, the Colorado Council on the Arts conducted 33 "town art meetings" in six regions around the state. The overwhelming consensus in each region was to have greater access to arts services and programs, especially in the area of arts in education. As a result, Young Audiences has

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committed to a reallocation of resources to better serve rural and underserved areas of the state. This project will allow YA to: 1) plan and facilitate artist selection and training programs in each of the five defined regions of Colorado outside of metro Denver; 2) expand its summer Aesthetic Education Institute of Colorado, which for nine years has been training teachers, to include an introductory institute for school administrators and state department of education staff, and to create an extended upper division component for teachers; and 3) document demonstration site schools, to include exploration of new models of documentation that can be shared with the field.